CHAPTER I
INTRODUCTION

The first chapter of this study explained the background of the research, problem identification, limitations of the study, research questions, research objectives, and the significance of the research. This chapter provided a general overview and background of the study, directed the reader to the research focus, and highlighted the importance of the topic being addressed.

1.1 Background of the Study

English has been taught in Indonesia since the Dutch colonial period. It was officially introduced as a foreign language in Indonesian schools after a decision by the Minister of Education and Culture in 1967. English became part of the local content in the education curriculum, supported by Law Number 20 of 2003 on National Education, which requires local content in primary and secondary education (Suharjati, 2010). English is taught from elementary school up to university. In regular schools, the focus is mostly on grammar and language structure through the four language skills. Meanwhile, in tourism schools, English teaching focuses more on language skills needed for students' future careers. Among the four skills—reading, writing, listening, and speaking—speaking is especially important for tourism students because they must communicate directly with customers who mostly use English. Therefore, speaking skills are prioritized over other language skills (Khoirunnisa et al., 2018).

Because speaking skills are so important in the tourism industry, tourism schools need effective teaching strategies to improve students' oral communication. Mastering spoken English helps students build confidence and increases their chances of getting a job in a competitive market. Using modern teaching tools, such as technology-based learning applications, also supports students in developing their speaking skills. By focusing on speaking, tourism schools better prepare students for real-world professional situations in the global tourism sector.

Teaching speaking in tourism schools is closely linked to technology use. With advances in technology, especially in the industry 4.0 era, most schools require digital tools to support learning activities. However, the use of educational technology in Indonesian schools is still limited. This is due not only to a lack of facilities but also because many teachers have limited knowledge of how to use technology effectively in teaching. Machmud et al., (2021) found that although many teachers understand ICT, some need more support and innovation to use educational technology well. Many digital tools require adaptation before they can be used effectively in class. Additionally, some teachers show little interest in attending training or workshops on educational technology, which affects their digital skills.

This phenomena aligns with observation at SMK Negeri 2 Tabanan, which showed that the use of educational technology at the school is still limited. Although teacher have access to digital devices to support speaking activities, most rarely utilize them optimally. Teacher stated that using digital services requires additional time to learn and adapt to their needs and learning materials. As a results, they often rely on basic technology such as Youtube Videos, LCD projectors, and PowerPoint presentations, while few attempt to use more sophisticated learning devices or applications.

This situation reflects broader challenges in Indonesian education. In order to prepare tourism students to fulfill business needs, technology must be included into the speaking curriculum. However, Indonesia's minimal technology adoption demonstrates the need for improved infrastructure, teacher training, and increased awareness of the advantages of digital learning. To address these issues, schools, teachers, and policymakers need to collaborate cooperatively to offers resources and professional development. Teachers may better employ technology by fostering creativity and continual learning, which improves student speaking skill and general learning.

One useful application is CakeApp, an English learning app designed to improve speaking, writing, listening, and reading skills. According to Octavianita (2022), CakeApp related to one kind of

technology utilized in the education industry to teach students how to speak English in a classroom context (Paramita et al., 2022). Cake application is one of software that created on 2018, and available for Android and IOS devices (Fitria, Dwimaulidiyanti, et al, 2021 quoted from Kristanti et al., 2024).

A report by Fitria et al. (2021), as cited in Eldania & Yusrida, (2024), this application offers a variety of features for learning English. These include watching videos to improve speaking skills, using phrases to practice speaking, and guessing fill-in-the-blanks to memorize expressions. One of the features is speaking practice, which promotes discussion with native speakers. This software offers short English conversation videos that are updated daily, allowing users to quickly and easily learn native English while having fun. To fulfill learning objectives in the program, learners may earn many stars by completing activities and assignments.

Several studies have shown that CakeApp is effective in improving students speaking skill. For example Fadila et al., (2024) found that students who used CakeApp regularly demonstrated better fluency and confidence in speaking English. Similarly, Maulida et al., (2024) reported that CakeApp provided engaging and interactive content that motivated learners to speak more confident and more actively.

However, despite these benefits, many teachers unfamiliar with CakeApp, making it difficult to include into speaking lesson. Also, the information or content in the CakeApp does not always align with the specific speaking topics required in the vocational curriculum, thus requiring adaptation. This is particularly evident at SMK Negeri 2 Tabanan, where the teacher has never used CakeApp and is not familiar with its features. The teacher also mentioned that using new digital tools as CakeApp requires additional time and effort to learn and adapt to existing lesson plans.

This situation indicated a gap that even CakeApp has pedagogical potential, there is limited guidance available for teachers, especially those who new to educational technology to integrate it into their classroom

practices. Therefore, there is a need to provide clear and accessible teaching guidelines specifically designed for teachers.

To address this problem, one potential solution is the development of infographics. Infographics are visual learning tool that make difficult concepts simple and easy to comprehend. According to Saptodewo (2014), infographics simplify complex information into easy-to-understand visual formats. The term "infographic" refers to both information and graphics. It is also characterized as a combination of visuals, data visualizations such as bar graphs and charts, and minimum text that allows readers to easily comprehend a subject. According to Mitayo and Nakanitanon (2021), infographics are employed in a variety of disciplines, including politics, business, advertising, education, health, and others (Hamer et al., 2022). Given its numerous advantages for users, infographics may be the greatest option for usage as a visualization tool. According to Ahmad et al. (2018) and Veszelszki (2014), infographics are a kind of visualization that blends words and visuals to express a specific message or, at the very least, a certain message (I. G. A. T. S. U. Dewi et al., 2023).

In this research, infographics are not designed for students but are specifically developed as teaching guidelines for teacher to support in using CakeApp for speaking lesson. This need arises from the teacher's limited familiarity and experience with both CakeApp and instructional infographics. By creating infographics that are tailored to the teacher's need and aligned with the curriculum, this research aims to bridge the gap between digital tools and practical classroom application.

Infographics are chosen because they present rich, structured information in a simple, visual format, often on a single page that making them easier to understand, practical, and accessible for busy teachers. By using infographics, tailored to the teacher need and aligned with speaking goals.

Although the teacher had used basic technologies as PowerPoint and Youtube videos, integrating more advanced application such as CakeApp requires structured support. Infographics provide this support by offering

clear, visual, and step by step guidance that can help teacher implement CakeApp effectively in speaking class.

Based on the earlier data, the teacher still faces challenges in using digital tools for speaking lesson. As a result, this study focuses on developing teaching media in the form of infographics that explain how to use CakeApp in speaking activities, especially in the tourism context. These infographics are intended to be practical and specific topic, making it simpler for teacher. Moreover, this research responds to the lack of previous studies focusing on infographics development for CakeApp based speaking instruction, marking a novelty in the field.

1.2 Problem Identification

Several previous studies on the integration of educational technology, particularly CakeApp, in teaching speaking, had demonstrated positive results. Research conducted by Paramita et al., (2022) revealed that the use of CakeApp in speaking activities significantly enhanced students' speaking skills. Similarly, other studies examining the application of teaching media, such as infographics, had also yielded favorable outcomes. According to Bimantara et al., (2020), students reported a heightened sense of engagement during speaking activities, increased interactivity in conveying information, improved confidence in speaking English, and greater creativity in developing their ideas in English. These positive findings from previous studies underscored the considerable potential of integrating educational technology, like CakeApp, and teaching media such as infographics in enhancing speaking lessons. The use of these tools not only improved students' speaking abilities but also fostered greater engagement, confidence, and creativity in their use of English. Given these advantages, incorporating CakeApp and infographics into speaking instruction was regarded as an effective strategy for elevating language learning outcomes. Subsequent research and implementation efforts were anticipated to focus on refining these tools to better align with curriculum objectives and further enhance their impact on students' learning experiences.

However, at SMK Negeri 2 Tabanan, the integration of digital technologies like CakeApp and teaching media such as infographics had not yet been implemented. The instructional process still predominantly relied on traditional methods, with minimal incorporation of digital tools like CakeApp. Although, the teacher had utilized various digital tools, including YouTube, Duolingo, Kahoot, and Quizizz, none had yet incorporated CakeApp into their speaking activities. Furthermore, the teacher at SMK Negeri 2 Tabanan was not familiar with infographics as a teaching tool. In response to this gap, this research proposed a solution by developing infographics designed to introduce CakeApp-based teaching ideas, specifically for the 11th grade English teacher at SMK Negeri 2 Tabanan. The aim was to enhance speaking instruction through the strategic use of these tools every semester, providing a more interactive and technology-enhanced learning experience.

1.3 Limitations of the Study

This research focused on developing infographics of CakeApp-based teaching speaking ideas specifically for the 11th grade tourism vocational school teacher at SMK Negeri 2 Tabanan during the even semester. The research used the Design and Development (D&D) method, with the ADDE model to create the infographics. Data was collected using several instruments, including an interview guide, a syllabus analysis matrix, the infographic blueprint, expert judgment validation sheets, a draft of the developed infographics, an expert judgment rubric, an infographic refinement sheet, and research notes after implementing the designed products.

1.4 Research Questions

The research questions were formulated as follows:

1) How are the infographics of CakeApp-based teaching speaking ideas developed?

2) How are the quality of the infographics of CakeApp-based teaching speaking ideas being developed?

1.5 Research Objectives

1.5.1. General Objective

To develop teaching media in the form of infographics featuring CakeApp-based speaking teaching ideas for the English teacher at SMK Negeri 2 Tabanan.

1.5.2. Specific Objective

The specific objectives of carrying out this research were as follows:

1) To identify the process of developing infographics of CakeApp-based teaching speaking ideas.

2) To determine the quality of the infographics of CakeApp-based teaching speaking ideas are being developed

1.6 Research Significance

The study highlighted the significance of both the research and the data collected. This research was significant from both practical and theoretical perspectives.

1.6.1. Theoretical Significance

This research was expected to contribute to the development of teaching media in the form of infographics featuring CakeApp-based teaching ideas, which could assist the English teacher at tourism vocational schools.

1.6.2. Practical Significance

The practical significance of developing infographics with CakeApp-based teaching ideas for a tourism vocational school teacher lay in its potential to improve speaking learning, especially for culinary major students, by using technology specifically, CakeApp, this study aimed to:

1.6.2.1 Provided teacher and students with valuable information and media to enhance speaking skills.

1.6.2.2 Served as a reference for future researcher exploring similar topics.